

## **The essence of multi-disciplinary studies**

GORDON ADE-OJO  
University of Greenwich, United Kingdom

JAMES OGUNLEYE  
Middlesex University, United Kingdom

In his interesting book, *Cross Curricular Learning*, Barnes (2011:1) writes: ‘Our experience of the world is cross-curricular. Everything which surrounds us in the physical world can be seen and understood from multiple perspectives’ For us at the International Journal of Multidisciplinary Comparative Studies (IJMCS), that multiplicity of understanding is a form of fuel that keeps the fire of knowledge and understanding burning. Just as the world at large has eliminated boundaries in economic and technological practices, academic endeavours are similarly drawing from and benefitting from such a boundary-free structure through multi-disciplinary and comparative paradigms (see also Yang, 2013).

This is not surprising, as the reality of the world we live in dictates that disciplines work together and that lessons are learned and carried across disciplines—be it from science to engineering or from business to health. This need for multidisciplinary approach to working together especially in long-standing and active fields has been highlighted by Paletz and Schunn (2009). In the field of education our understanding of many aspects of learning has been enhanced by theories originating from psychology, sociology and indeed, neurological sciences. Theories of statistical analysis inform policy directions in education while our understandings of health issues have become very relevant in planning for the education of the community.

It is this recognition of multidisciplinary interaction amongst various subject areas that drives the formation of this journal. Over the last ten years, the founding editors have been a part of a European community of Comparative Studies and have attended many conferences. One of the more common responses to interesting papers presented at these conferences has been to the effect that the underlying principles of many presentations are very applicable in other disciplines. Yet, there has been a paucity of journals that endeavour to pull outputs from these complimentary but different fields together under the same umbrella. This is the central goal of this journal and the contributions from various authors in this edition reflect this perception.

Larry Prochner, Ailie Cleghorn, Anna Kirova and Christine Massing, in their paper, move across two related but different areas of childhood study and teacher education using a comparative methodology to offer suggestions for the improvement of the latter. Mark Betteney and Greg Brookes seek to explore the potential for using the princi-

ples of learning in the areas of music and literacy with the ultimate goal being to see how one might help the other. Lorzano in his paper draws a link between statistical and mathematical methods and policy making in education while James Ogunleye links the delivery of mental health practice to the principles of lifelong learning. What is common to all these papers is the understanding that through an improved understanding of other disciplines, work from other periods, and different methods both from the same and different disciplines, our understanding of our own discipline is bound to be fuller. Creating an instrument for a fuller understanding of issues that confront us is the ultimate goal of IJMCS. Welcome to its first edition.

### References

Barnes, J. (2011) *Cross Curricular Learning 3-14* (second Edition), London: Sage.

Paletz, B. F. S. and Schunn, D. C. (2009) A Social-Cognitive Framework of Multidisciplinary Team Innovation, *Topics in Cognitive Science*, Vol 2, pp. 73–95. DOI: 10.1111/j.1756-8765.2009.01029.x.

Yang, G. (2013) *Multidisciplinary Studies in Knowledge and Systems Science* (pp. 1-400). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-3998-0.